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ABSTRACT

This paper identifies examples of indicators that minimum generic standards of the Washington State Board of Education have been met in teacher training programs. The first section, which deals with all educational roles at the initial level, sets forth standards and indicators that the candidate must: (1) have knowledge of socio-cultural-economic differences and human relations; (2) be skilled in communication and consultation; (3) have knowledge about needs and characteristics of exceptional students; (4) have knowledge of school law; (5) be aware of the profession's code of ethics; and (6) have knowledge of the kindergarten through 12th grade educational setting. In the second section, minimum standards and indicators for the teacher at the initial level state that the candidate must have: (1) instructional skills; (2) classroom management skills; (3) knowledge of theory and content in general education and knowledge in one or more subject matters or teaching specializations; (4) knowledge of the characteristics and development stages of pupils; and (5) skill in pupil discipline. The third section identifies the knowledge and skills required for all personnel at the continuing level: (1) skill in staff development and supervision; (2) capacity for further professional development and scholarship; (3) knowledge of research and evaluation techniques; (4) knowledge of referral agencies and resource personnel which may assist the teacher, pupils, and/or parents; and (5) knowledge about organizational patterns, special strategies, curriculum, materials, growth and development, and staff and student personnel management. (JD)

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REPRESENTATIVE INDICATORS (KNOWLEDGES/SKILLS) OF COMPLIANCE WITH MINIMUM GENERIC STANDARDS FOR TEACHER PREPARATION PROGRAMS

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REPRESENTATIVE INDICATORS (KNOWLEDGES/SKILLS)

OF COMPLIANCE WITH MINIMUM GENERIC

STANDARDS FOR TEACHER PREPARATION PROGRAMS

INITIAL LEVEL (ALL ROLES)

WAC 180-79-130(1a) Socio-Cultural-economic differences and human relations. The candidate has knowledge of and appreciation for the history, contributions, and traditions of various ethnic, sex, age, socio-economic, cultural, and minority groups; recognizes dehumanizing biases; creates educational environments which contribute to the self-esteem of all persons and to positive human relationships; and facilitates understanding the beliefs, values and life styles of individuals from diverse groups and cultures.

The candidate:

1. Is familiar with and understands the historical and philosophical background of socio-cultural-economic influence on education,
   - 1a. has knowledge of particular ethnic heritages including Black Americans, Hispanic Americans, Native Americans, Asian Americans, and European Americans,
   - 1b. understands cultural pluralism and how it offers a basis for societal cohesiveness and survival,
   - 1c. has knowledge of federal and state laws as well as court precedents which relate to equal educational opportunities for all children,
   - 1d. understands the impact of racism, stereotyping, discrimination, and social class on human relationships in the school community,
   - 1e. recognizes that mental ability and talents vary among individuals of every ethnic, cultural, racial, and social and religious group, and
   - 1f. demonstrates general knowledge of sources of audio-visual, and print materials relevant to ethnic and minority groups and sources of non-sexist materials.

2. Demonstrates awareness of and sensitivity to issues in education related to multi-cultural society,
   - 2a. describes cultural differences in child rearing and implications for personality theories,
   - 2b. demonstrates general knowledge of how both men and women are damaged by limiting opportunities because of sexual stereotypes,
   - 2c. can discuss/describe the concept that no socio-economic or ethnic group is culturally deficient but may be culturally different from the majority,
   - 2d. is aware of his/her own biases and values and how they influence interactions with pupils,

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2e. can discuss/describe difference in children's language as a reflection of socio-cultural-economic difference from majority groups,
2f. can describe how children from different language backgrounds can be made comfortable in the classroom while encouraging, expression,
2g. can discuss and describe the effects of a bilingual home environment on the student in the areas of auditory discrimination and reading in all content areas, and
2h. shows ability to relate to children and adults who are socially-culturally-economically different.

3. Is able to incorporate multiethnic subject matter, issues and topics into school programs and curriculum,

3a. helps students identify and understand the conflict between the ideal and the actual in human relations,
3b. demonstrates awareness of and sensitivity to ways of eliminating sex and racial biases in the classroom,
3c. is able to accommodate a variety of pupil learning styles based on ethnic identity; i.e. objectives, teaching strategies, and learning materials reflect the cultures and cognitive styles of the different ethnic groups within the school,
3d. demonstrates respect for the views and individual differences of pupils,
3e. is able to promote the student's appreciation of the contributions of minorities and women to our country,
3f. demonstrates an understanding of the importance of involving persons of various ethnic backgrounds in the teaching process,
3g. provides various kinds of opportunities for success to students of varying backgrounds,
3h. is able to plan studies of societal problems such as racism, sexism, prejudice, discrimination, and exploitation,
3i. is able to foster positive interactions among students of different ethnic groups of the school,
3j. is able to help students better understand themselves in light of their ethnic heritages, and
3k. interprets cognitive strategies of students according to developmental and personality theories.

WAC 180-79-130(1b) Communication and consultation. The candidate has the knowledge and skill necessary to develop and present organized oral, written, and visual materials which convey ideas and feelings to pupils, parents, colleagues, school directors and others as appropriate.

The candidate:

1. Can communicate clearly and correctly orally and in writing,

1a. uses correct grammar, spelling, syntax, and composition skills,
1b. organizes written and oral punctuations in logical and correct form, and
1c. is understood by others whether communicating orally or in writing.

2. Listens, comprehends and paraphrases other oral communication accurately,

   2a. is cognizant of and accurately interprets non-verbal communication.

3. Comprehends others' written communication.

4. Adjusts level of communication to audience (e.g. parents, colleagues, students) and context (individual, small group, large lecture).

5. Can select and use multimedia, learning resources and graphics appropriately to enhance oral/written communication.

6. Can plan, write and present a unit plan to a class.

7. Achieves/motivates two-way communication from students, parents, colleagues, etc.

8. Knows various communication and consultation skills and techniques:

   8a. paraphrasing
   8b. conflict resolution
   8c. reinforcement
   8d. effective questioning

9. Recognizes the relationship between communication and classroom motivation, control and learning,

   9a. facilitates discussion,
   9b. evidences enthusiasm for subject, and
   9c. demonstrates acceptance of students, colleagues, parents, etc.

10. Communicates easily and clearly with colleagues, parents, and administrators about students' progress, needs, etc., and provides clear recommendations, evaluations, and assistance.

11. Conducts parent conferences in a positive and professional manner.

WAC 180-79-130(1)(c) Exceptionality. The candidate has knowledge about the needs and characteristics of exceptional students, including handicapped and gifted.

The candidate:

1. Knows the major characteristics/criteria relevant to classification/categories of exceptionality and giftedness.

2. Can identify the major state/federal laws and regulations affecting exceptional students and can define terminology (e.g. mainstreaming, IEP, least restrictive environment, etc.).

3. Can relate how laws and regulations will affect his/her own classroom and instruction and has knowledge and skill to develop appropriate learning experiences for all:

   3a. comprehends the academic and social ramifications associated with the various handicapping conditions and with giftedness,
   3b. knows some instructional strategies appropriate to mainstreamed classrooms,
   3c. knows of resource materials and persons who can assist with curricular and instructional needs of handicapped/gifted,
   3d. has skills in planning for and accommodating individual needs and learning styles,
   3e. has skill in diagnostic/prescriptive teaching procedures,
   3f. has skill in developing and implementing performance contracts, and
   3g. has skill in integrating the exceptional child into the social and academic life of the classroom.

4. Knows about the range of services ordinarily available to handicapped and gifted students and can describe the function of commonly available specialists (e.g. CDS, school psychologist, school worker, etc.).

5. Has some knowledge about the criteria and diagnostic procedures used in determining the several handicapping conditions and giftedness.

6. Can identify ways in which exceptional students are similar to other students.

7. Has knowledge/skill to recognize behavioral indications of exceptionality and to refer students to appropriate specialists for assessment.

8. Has sufficient understanding of the emotional and psychological implications of exceptionality to prepare and assist students to accept them.

9. Has skill in using both norm-referenced and criterion-referenced grading/testing procedures.

WAC 180-79-130(1)(d) School law. The candidate has knowledge about those federal, state, and local laws, regulations, and policies which directly affect his or her role(s) and rights and responsibilities in the K-12 educational setting.

1. The candidate is knowledgable about sources of school laws (e.g. federal, state and local board rules, major court decisions) and policies affecting the following areas:

   Personnel, contractual and employment issues:

   1a. negotiated evaluation procedure
   1b. rights and responsibilities
   1c. legal liability

1d. retirement
1e. due process
1f. negotiation and master contracts
1g. employee-employer relations
1h. certification

Legal requirements concerning:

2a. child abuse
2b. immunization
2c. health and safety standards
2d. equal educational opportunity
2e. special education
2f. civil rights
2g. Title IX (federal)

The role of the judicial branch and its impact on schools such as:

3a. major court decisions, and
3b. interpretation of constitutionality of laws.

State legislation, regulations, and legislative process

4a. Major state legislation and rules affecting education (e.g. Basic Education Act, school funding, student rights and responsibilities, pupil staff relationships, student learning objectives),
4b. understanding of how the legislative process functions,
4c. understanding of how state rules and regulations are adopted, and
4d. understanding of how local policies are adopted and implemented.

WAC 180-79-130(1)(e) Professionalism. The candidate has knowledge about relevant professional organizations and practices in a manner consistent with the profession's code of ethics.

The candidate:

1. Is knowledge about the major professional associations and their activities at the local, state and national levels, such as:

1a. curriculum development,
1b. bargaining,
1c. lobbying,
1d. setting standards,
1e. accreditation,
1f. professional development/growth of members,
1g. conducting and/or publishing research,
1h. upgrading the profession (e.g. utilization of code(s) of ethics),
1i. association role(s) in state certification process (e.g. Chapter 180-78, WAC).

2. Practices in professional manner and maintains professional standards and:

   2a. is knowledgeable about procedures and practices to follow in interacting with pupils and parents,
   2b. participates in district curriculum/faculty/extracurricular communities and programs,
   2c. follows guidelines/standards of professional associations,
   2d. promotes the increased "professionalism" of education,
   2e. participates in continuing education opportunities,
   2f. demonstrates a commitment to professional activities, and
   2g. follows code of ethics.

WAC 180-79-130(1)(f) Knowledge of K-12 educational setting. The candidate has general knowledge about the nature and foundation of the educational program and system, grades K-12.

The candidate:

1. Demonstrates general knowledge of historical development of the K-12 public educational system in America, particularly the public schools of Washington State, and can briefly describe aspects including, but not limited to:

   1a. public control,
   1b. financial support,
   1c. school-community relationships, and
   1d. school-society relationships.

2. Understands and can explain major differences between the organization, instruction and curriculum of elementary and secondary schools, particularly in the following areas:

   2a. role and mission,
   2b. Scope and sequence of themes and topics and for teaching field(s),
   2c. growth and developmental sequence of learners and implications for teaching and learning,
   2d. physical, personal and emotional demands made on teacher,
   2e. instructional activities appropriate to various age and grade levels,
   2f. rationale for varying adminstrative and curricular structures of schools at different grade levels, and
   2g. need for different types of teacher preparation for various grade levels.

3. Demonstrates general knowledge of schools district organization and decision making and the role of the individual classroom teacher in that organization, .

   3a. demonstrates specific knowledge about factors which may influence the classroom (e.g. district policy, state or federal law or regulation, local custom internal to the system, etc.),

3b. knows the legal mandates for curriculum (e.g. Basic Education Act, student personnel procedures at K-12 grade levels, and

3c. can design student learning objectives and can describe their purpose and functions.

INITIAL LEVEL (TEACHER ROLE)

WAC 180-79-135(1) Instructional skills. The candidate has knowledge and skill to design and conduct instructional experiences.

The candidate:

1. Can conduct/implement the instructional plan/experience including:

   1a. establish a psychologically and educationally sound classroom climate,
   1b. utilizes a balance of large groups, small group, and individualized settings,
   1c. sensitivity to the importance of developing a group management plan,
   1d. utilization of many different teaching strategies and techniques appropriate for students and desired outcomes,
   1e. use of a variety of questions to stimulate pupil learning,
   1f. use of relevant remedial activities to meet needs of exceptional children,
   1g. demonstration of knowledge of instructional designs such as team teaching, open concept, programmed instruction, etc.,
   1h. demonstration of ability to use methods and techniques not previously planned when unique situations develop in the classroom,
   1i. demonstrates strategies which develop creativity, problem-solving, and interpretation,
   1j. involvement of students in learning experiences which challenge and allow him/her to experience success, and
   1k. adaption to needs and abilities of exceptional students.

2. Identifies resources and materials including audio-visual aids and equipment that enhance learning and:

   2a. is able to select and use a variety of learning materials,
   2b. selects and uses instructional materials that provide appropriate practice in achieving the objectives, and
   2c. uses a variety of materials and literature to supplement the standard textbook.

3. Uses sound principles of learning to facilitate the achievement of objectives,

   3a. develops daily lesson plans,
   3b. plans for several days of instruction and learning,
   3c. helps students develop a respect for learning,

3d. uses procedures which involve students in the learning task,
3e. receives, accepts, and uses ideas from learners as part of the teaching procedure, and
3f. recognizes and applies learning theories (e.g. Piaget, Bloom; etc.

4. Assesses pupil's learning/achievement of outcomes and in using the resultant data in the design of future instructional experiences,

4a. designs student learning objectives consistent with district goals and student needs,
4b. knows and applies a wide range of techniques for evaluating pupil learning in each learning domain, i.e., cognitive, affective and psychomotor, and
4c. is able to provide for pupil-progress reporting through report forms and parent conferences.

5. Identifies and implements local school district goals, objectives, and policies which affect/influence instructional decisions, curricular outcomes, school and classroom procedures, etc.

WAC 180-79-135(2) Classroom management. The candidate has knowledge and skill necessary to organize the physical and human elements in the educational setting to foster maximum student learning.

The candidate:

1. Can select/create and use curricular/instructional materials and media appropriate to the pupil(s), subject matter, and the outcome/objective to be achieved.

2. Organizes the physical setting (time, space, materials, and equipment) so that it contributes to learning,

2a. can describe characteristics of well-managed classrooms,
2b. can identify principles related to sound classroom management,
2c. can promote social, emotional and intellectual growth of pupils, and
2d. can provide a safe learning environment.

3. Identifies and uses appropriate instructional resources available throughout the school district and the community.

4. Organizes individual, small group, or large group learning experiences appropriate to the pupil(s), subject matter, and outcomes desired,

4a. differentiates among concepts and practices related to to management, control, and discipline,
4b. can plan a schedule for accomplishing instructional and non-instructional tasks, and
4c. classroom procedures and routines are in harmony with administration and board policy and school rules.

5. Provides a classroom climate conducive to student learning,

   5a. assesses own personal qualities/style in terms of possible effects on classroom management, and
   5b. help learners develop responsible concern for their own learning.

WAC 180-79-135(3) Subject matter. The candidate has breadth of knowledge of theory and content in general education and pedagogy and depth of knowledge in one or more subject matters or teaching specialiations appropriate to the elementary and/or secondary levels.

The candidate:

1. Demonstrates scholarly competence in those fields for which he/she is seeking teaching certification,

   1a. understands the relationship between facts, concepts and generalizations and these relate to the structure of the candidate's teaching fields,
   1b. exhibits interests and enthusiasm related to the subject-matter area,
   1c. recognizes the relationship between his/her subject-matter, other disciplines and the world of work,
   1d. knows some of the newer developments and trends in subjects of his or her teaching fields, and
   1e. understands the inter-relatedness of cognitive, affective and skill components of subject matter.

2. Demonstrates proficiency in executing planned instruction in the various subject-matter fields,

   2a. demonstrates proficiency in planning appropriate lessons to develop pupil competency in the various subject areas,
   2b. can convert subject matter into thought forms appropriate to maturity levels of students being taught,
   2c. varies the complexity of subject-matter in accordance with learning styles, maturity, experience, background and other individual differences in learners,
   2d. integrates skills between/among content areas (e.g. language arts and science),
   2e. plans for continuous rather than discrete learning experiences,
   2f. takes advantage of student interests to teach skills and required content, and
   2g. knows how to use subject matter as a vehicle to achieve a wide range of learner outcomes.

3. Demonstrates a breadth of knowledge in general education/liberal arts and the pursuit of such knowledge,

   3a. demonstrates competence in basic literacy and quantitative skills,
   3b. describes generalization concerning learning based on research,

3c. applies generalizations concerning learning based on research to a wide range of instructional situations,
3d. has knowledge of the various theoretical explanations of human learning as well as practical applications of "best" conditions for learning,
3e. has basic knowledge of the contributions and limitations of educational research, and
3f. knows how to build evaluative instruments appropriate to his/her teaching field(s).

WAC 180-79-135(4) Pupil/student personnel. The candidate has knowledge of normal and exceptional growth and development; the unique needs, characteristics, and developmental tasks of pupils of differing ages; and normative characteristics of age groups and in designing learning experiences.

The candidate:

1. Demonstrates knowledge of the characteristics of a helping relationship and internalizes that knowledge into action in the classroom and school setting with individual pupils and the group as a whole,

   1a. establishes a classroom climate (environment) that accepts and respects individual differences in learners,
   1b. can make appropriate learner assignments based on an assessment of individual learner strengths and limitations,
   1c. identifies types of individual differences found among learners and can plan and teach in accordance with those differences,
   1d. is able to group learners for instruction based on educationally and psychologically sound criteria,
   1e. can plan a program of instruction that is relevant to the out-of-school lives of students, and
   1f. demonstrates empathy and high sense of efficacy for students by genuinely considering the feelings, value system, interests, and achievements of the individual student, and his/her parent(s).

2. Has knowledge of normal as contrasted with exceptional growth and development,

   2a. understands the implications for teaching and learning of pupil developmental characteristics,
   2b. can obtain valid information about learners from standardized test results, cumulative records, and personal observations, and
   2c. can identify characteristics of children to determine acceptable and minimum/maximum performance.

WAC 180-79-135(5) Pupil discipline. The candidate has knowledge and skill necessary to manage the human dynamics of the classroom.

The candidate:

1. Recognizes conditions which may lead to disciplinary problems, and

   1a. knows effects of classroom climate on discipline,

1b. able to analyze student behavior in the classroom, and
1c. able to identify preventative measures to avoid student problems.

2. Establishes clear parameters for student "in-classroom" conduct and makes known these expectations and maintains well-defined classroom rules.

3. Develops appropriate strategies for preventing disciplinary problems, and

   3a. strategies conform to professionally and legally acceptable modes,
   3b. is knowledgable about student motivation and is able to increase/enhance student motivation, and
   3c. possesses skills in planning and time management.

4. Responds appropriately to disciplinary problems when they occur,

   4a. manages disruptive behavior and conflict among learners objectively,

5. Resolves discipline problems in accordance with law, school board policy, and administrative regulations and policies,

6. Assists students toward self-discipline and acceptable standards of student behavior, and demonstrates a personal model of discipline

CONTINUING LEVEL (ALL ROLES)

WAC 180-79-130(2)(a) Staff development and supervision. The candidate has the knowledge and skill to initiate, develop, and present instructional and informational programs for staff, board members, and parents and to supervise and evaluate personnel who report directly to him or her.

The candidate:

1. Participates in inservice and career development activities sponsored by the district, educational service district, and professional organizations.

   1a. Can initiate and select appropriate sources/resources for the individual's professional development.
   1b. Can follow through and respond to recommendations included in periodic and annual personnel evaluations.
   1c. Can conduct self-assessment/evaluation and identification of strengths, needs, and limitations.
   1d. Initiates, develops and presents instructional and informational programs for staff, board members, and parents.

2. Can supervise, train, orient and evaluate personnel reporting to him/her, such as student teachers and aides.

   2a. Can state a philosophy of supervision.

WAC 180-79-130(2)(b) Professional development and scholarship. The candidate has depth of knowledge and demonstrates a wider range of skills which enable him or her to be increasingly more effective in his or her subject matter field or specialization; participates in continuing education and professional development activities; contributes to the preparation of others who are entering the field; and recognizes his/her own limitations and strengths.

The candidate:

1. Identifies areas of knowledge and skill relevant to his/her career goals, subject matter field, teaching competence in which he/she needs additional training; identifies sources and resources and selects/participates in appropriate learning experience to attain such knowledge and skill.

    1a. Can identify the major professional organizations, publications, and other resources relevant to his/her "field," career goals, etc.
    1b. Has sufficient knowledge and skill to contribute to the orientation and/or training of others (aides, volunteers, prospective teachers, etc.).

2. Is knowledgeable about current priorities, trends, and issues impacting Education, his/her "field," professional organizations, etc.

    2a. Can relate his/her own field and professional area to other field(s) and professions.
    2b. Evidences depth and breadth of knowledge and skill in his/her field and in pedagogy.

3. Demonstrates a continuing interest in personal and professional growth opportunities and keeping abreast of new developments.

    3a. Has knowledge about current and new instructional strategies and techniques; curricula, technology relevant to his/her field.
    3b. Employs such in the classroom if appropriate.
    3c. Participates in professional meetings/activities, workshops, etc.

WAC 180-79-130(2)(c) Research and evaluation. The candidate has the knowledge of research/evaluation techniques and skill to read the interpret research related to his or her field; to design and implement evaluation strategies; to use results of research and/or evaluation to improve programs.

The candidate:

1. Is knowledgeable about the basic methods of research and evaluation in education.

    1a. Is knowledgeable about modes of inquiry that apply to non-statistical analysis of educational problems.

1b. Understands the nature of statistical thinking, human variability, reliability and validity of measures, sampling and statistical inference.

1c. Is aware of current developments in the technology of research and evaluation.

2. Demonstrates ability to use research/evaluation results for decision making.

2a. Can assist in the development of a research design/and/or report.

2b. Demonstrates understanding of the research techniques and instruments that would be most useful for specific kinds of evaluation.

2c. Can analyze and describe various evaluation models for application to educational problems.

2d. Is able to explain in oral and written reports how certain proposed projects and contribute to a more effective educational program.

2e. Is able to interpret current literature on research and evaluation in education.

3. Can distinguish between evaluation and research and understands how both are needed for the improvement of professional performance.

3a. Demonstrates understanding of ethical issues related to research and evaluation.

3b. Can critique educational research and evaluation reports and programs considering strengths of design, operationalization of variables, appropriateness of statistical analysis, clarity of writing, and contribution to the profession.

WAC 180-79-130(2) (d) Referral agencies and resource personnel. The candidate has knowledge of personnel and agencies inside and outside the educational setting which may assist the teacher, pupils, and/or parents.

The candidate:

1. Has knowledge of agencies and/or personnel that can be used for referral of students and for instructional purposes.

2. Has knowledge of community agency/agencies gained from on-site participations and contacts.

3. Understands the network of institutions that can be used to either serve the educational needs of all learners.

4. Is familiar with the legal aspects of referral procedures.

5. Is knowledgeable about the role and function of a volunteer in a community agency.

6. Understands the educational needs of minority populations and the effective delivery of educational services to these populations.

7. Confers with support personnel, colleagues, students, custodial help, to gain insight into individual student needs and is able to plan special programs.

   7a. Can determine which problems require referral.
   7b. Communicates effectively with other agencies and cooperates in meeting special student needs.
   7c. Incorporates corrective strategies developed with referral personnel into instructional programs.

WAC 180-79-130 (2)(e) Knowledge of alternate grade level. The candidate has knowledge about organizational patterns, special strategies, curriculum, materials, growth and development, and staff and student personnel management essential to a school building/unit at the alternate grade level from that for which his/her initial certificate may have been endorsed.

The candidate:

1. Understands the growth and developmental sequence for learners at the alternate grade level.

2. Is aware of the special needs of pupils/students at the alternate grade level.

3. Has knowledge of prevailing organizational structures of schools at alternate grade level.

   3a. Understands the rationale for staffing arrangements, personnel assignments, and student schedules at the alternate grade level.
   3b. Is aware of the differences in pupil/student personnel support services, extra-curricular activities, counseling services, and type and level of parental involvement/support.
   3c. Is knowledgeable about appropriate learning activities, resources, and teaching strategies for use at the alternate grade level.
   3d. Understands the major curriculum goals of the alternate grade level.

4. Is sensitive to differences in mode of learner-teacher interaction at the alternate level.

   4a. Understands the physical, personal and emotional demands made on the teacher at the alternate level.

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